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AUTHOR Henriksen, Dorothy, Ed.
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ABSTRACT

This model for a school community resource directory contains the following: (1) an overview of the problems involved in the compiling of resource people to serve as career speakers and trip hosts with a possible solution in the form of a file card format; (2) a description of the promotion of the new format; (3) an explanation of the development of the file card format and the procedure for its subsequent usage; and (4) illustrative appendixes for the functioning of each stage of the procedure. (VB)

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ROSEVILLE AREA SCHOOLS

Independent School District 623
1251 W. County Road B-2
St. Paul, Minnesota 55113

A Model for a School-Community Resource Directory

Developed by
Roseville Area Schools'
Secondary Career Education Project Task Force
Edited by Dorothy Henriksen

Dr. Arland Benson, Project Director

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Office of Occupational Education
Vernon M. Vick, Coordinator

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Arland Benson, Director
Dorothy Henriksen, Facilitator

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SCHOOL COMMUNITY RESOURCE DIRECTORY

Overview

A School-Community Resource Directory is probably the first thought when a school system contemplates greater community involvement. Consequently many schools already have resource directories.

The Roseville Area Schools first collected a list of community residents willing to act as career resource speakers or field trip hosts in the early 1970's. It was a lengthy spiral-bound catalogue arrangements of speakers listed alphabetically under U.S.O.E. cluster headings with no means of revising it short of throwing it out and beginning again.

The new Roseville Area School-Community Resource Directory was designed by a Task Force created by the Career Education Project Advisory Committee, specifically to overcome the problem caused by the need for constant revision and up-dating. The new file card format also provides a solution to the problem of insuring that speakers listed in the Directory are of excellent quality by including space for current teacher-student evaluation of the presentation.

In order to make the Directory in each building attractive for staff use, it is designed to be operated by one person, in this case the career learning specialist, as a service for teachers. The teacher has only to tell the specialist what it is he/she wants and the specialist will locate the speaker or field trip site, make the arrangements for time and place, send a letter of confirmation, suggest speaker/tour guidelines, provide evaluation forms and even meet the speaker prior to the scheduled appearance and bring him/her to the classroom.

A monthly system of up-dating, evaluating and enlarging is built into the Directory and is described later in this module.

Promotion

As with all innovations in education, awareness of the Directory and the services that it offers must precede usage. Memos, P.A. announcement, a coffee hour in the area where it is located, are all avenues to increase usage. The best endorsement, however, is word of mouth from a satisfied user. The enthusiastic response of students reported by a teacher to other teachers will do more than anything else to spread the word that there's a new Resource Directory available which is current and contains only good speakers/sites and is easy to use.



How to Use the Directory

This Resource Directory is divided into three main areas or categories:

1. Career Speakers
2. Field Trip Sites
3. Career Development Speakers

Career Development topics include such fields as leisure time activities, post high school training, personal development, futures, etc.

Major divisions in the Directory file clearly separate the three main categories; in addition, each individual index card is color-coded to indicate which of the categories it fits under, since the resource person or field trip site may fit into more than one category. The card also bears the same Roman numeral as the cluster (5) in which it belongs (see pages 52 to 55) so it can easily be refiled.

Speaker in Class	Interview Subject	X (Yellow) Field Trip Site	Other	Video Tape
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ROSEVILLE COMMUNITY RESOURCE DIRECTORY

Cluster (I - XV)

Type of Business: _____	Person to Contact: _____
Firm: _____	Position: _____
Address: _____	Phone: _____
Description of facility offered: _____	Dates Used: _____
_____	Teacher Reaction: _____
No. of students at one time: _____	Student Reaction: _____
Hours: _____	
Amount of Notification Needed: _____	
Able to Interview Employees: _____	
Other Information: _____	

X (Orange) Speaker in Class	X (Blue) Interview Subject	Field Trip Site	Other	Video Tape
--------------------------------	-------------------------------	-----------------	-------	------------

ROSEVILLE COMMUNITY RESOURCE DIRECTORY

Cluster (I-XV)

Career role, topic or field of expertise:

Name: _____

Description of Presentation: _____ Company: _____

Type of Company: _____

Position: _____

Preferred time of day or week to
speak: _____ Business Phone: _____

Grade Level Preference: _____ Amount of Advance Notice Requested: _____

Special Equipment Needs: _____

Dates Used: _____

Staff Reaction: _____ Student Reaction: _____

I. Directory Organization Format:

1) Career Speakers (First major file division, color coded orange)

For simplicity of use, this Directory is organized around the United States Office of Education Cluster System. (The Cluster System is fully outlined on pages 52-55.

When a speaker on a specific career is requested by a teacher, turn to the Cluster description (pages 52 - 55) and determine in which cluster you would expect to find the occupation. Look through the occupations listed under that cluster until you find the one you want and note the number; then go to the file, find the same cluster and the corresponding number.

If there's more than one speaker listed for that occupation, check the information on the card to see which one is most suited to the request. Call the speaker and make arrangements for him/her to come to school. This telephone conversation should be followed up by a letter of confirmation, including a "Suggested Guide for Career Speakers." (See II. - Procedure for Usage, items 1-6.)

2) Field Trip Sites (Second major file division, color coded yellow)

This category also uses the cluster classification system and should be used in the same manner as when looking for a career speaker. For example, if a teacher wants to take a science class on a field trip to observe how pollution is discovered in the metropolitan area, one would look under the proper cluster, which would be "Environment," and there find possible sites filed alphabetically.

3) Career Development Speakers (Third major file division, color coded blue)

Because of the broad definition of "career" used in the Roseville Area Schools, career development speakers include speakers on leisure time activities such as hobbies, volunteerism, clubs and organizations. Post high school training representatives and armed services representatives would also be included in this category, as would speakers on such topics as lifestyles and futures. Divisions in this third category of Career Development Speakers will be indicated by dividers and subclassified alphabetically within that category, with more dividers added as needed.

II. Procedure for Usage

- 1) Requests for speaker of field trip sites will be directed to the career resource specialist (or to the person responsible for its operation in each school) on a written form giving all pertinent information. See Appendix page 56 for sample form. Concentrated efforts should be made by all Directory users to allow two weeks advance notice to arrange for speakers and field trip sites.
- 2) The career resource specialist will then locate a speaker in the Community Resource Directory File and call that person to make arrangements. If no speaker or site is found in the File, a further search will be made and that resource speaker or site will be added to the Directory if a favorable evaluation is received from the teacher and students. (Sources to use if the Directory does not have the speaker include the telephone book yellow pages, area chamber of commerce, colleges and universities, local school staff, local and state governmental agencies, etc.)
- 3) A letter of confirmation will be sent to the speaker (or person making his/her business available as a field trip site) after the telephone conversation. In addition, a "Suggested Guide for Community Resource Speaker" should be included if appropriate. Both forms can be found in the Appendix.
- 4) On the day of the speaker's appearance at school, the career resource specialist (or someone assigned by him/her) should meet the speaker at a pre-arranged time and place and take speaker to the classroom and introduce him/her to the teacher.
- 5) Evaluation forms (See Appendix, pages 60, 61, 62) should be given to the teacher prior to the speaker's appearance. When the speaker leaves,

he/she should be given Evaluation Form 1 (Evaluation Form 2 if it was a field trip) and requested to fill in the evaluation and mail it to the Director of Occupational Education, Roseville Area Schools. The teacher should also fill out an evaluation form (Evaluation Form 3), including student reaction. This should be given to the career resource specialist.

- 6) The career resource specialist will then note on his/her own Community Resource Directory File the date the resource was used and the teacher-student reaction.

III. Procedure for Continuously Up-Dating the Community Resource Directory

On a monthly basis, more often if need be, the career resource specialists will forward to the Occupational Education Office the names of all career or career development speakers used during the month. Also included will be the date(s) used, the teacher-student reaction and any feedback received from the speaker himself/herself. This information will be tabulated and cards made for each center, replicating all the information on the card sent by the specialist at whose school the speaker appeared. The office will then route the cards to the centers so that each school will be aware of which speakers have been used and how well they were received by teachers and students. (Sample card format, pages 46 and 47.)

An effort will be made not to over-use the best speakers and to avoid using speakers who do not prove appropriate for a certain grade level or subject. Video-taping will be done on a selective basis to avoid over-using good presentations. If a video-tape has been made of a speaker, it will be noted on the 5" x 9" index card in the Directory File. These video-tapes will be filed in the Career Education Project Office.

IV. Field Trips

If the request received by the career resource specialist was for a field trip, he/she will also send out a letter of confirmation and notify the teacher of the confirmation after the initial telephone call. The teacher will then make all arrangements for permission, transportation, etc. Evaluation Form will be sent to the site to be filled out after the visit and one will also be filled out by the teacher (Evaluation Form 3), recorded in the Directory File and coordinated by the project staff in the same manner as speaker evaluations.

V. Speaker Preparation

In order that the community-school experience should be a positive experience for both the community resource person and the student, several suggestions are included here as well as on the "Suggested Guide for Resource Speakers."

- 1) Provide complete information about what is expected of the speaker.
 - A. What topic is he/she expected to speak on? How does this fit in with what the class is studying now?

- B. What grade level is requesting the presentation?
 - C. How much time is allotted for the presentation?
 - D. Will the audience be one class or several?
 - E. Is there a specific type of presentation wanted; i.e., lecture, question/answer session, discussion following a film, etc.
- 2) It is also suggested that someone meet the speaker and take him/her to the classroom and introduce him/her to the teacher.

APPENDIX I - U.S. OFFICE OF EDUCATION CLUSTER SYSTEM

I. AGRI-BUSINESS AND
NATURAL RESOURCES

1. Agricultural Engineer
2. Agriculture Extension Agent
3. Agronomist
4. Cattleman
5. County Agriculture Agent
6. Crop and Soil Scientist
7. Dairy Technologist
8. Engineer - Mining
9. Engineer - Petroleum
10. Farm Equipment Mechanic
11. Farmer
12. Fisher
13. Florist
14. Forestry Technician
15. Gardener and Grounds Keeper
16. Geologist
17. Horticulturist
18. Landscape Architect
19. Logger
20. Manager - Wildlife
21. Miner

II. BUSINESS AND OFFICE

1. Accountant
2. Actuary
3. Adjuster
4. Advertising Account Executive
5. Advertising - Copywriter
6. Appraiser - Real Estate
7. Bookkeeper
8. Clerk - Bank
9. Clerk - Correspondent
10. Clerk - File
11. Credit Collector
12. Data Processing Operator
13. Dry Cleaner Worker
14. Insurance Agent
15. Interviewer
16. Key Punch Operator
17. Laundry Worker
18. Lawyer
19. Machine Operator - Office
20. Manager - Office
21. Messenger
22. Personnel Worker
23. Programmer
24. Receptionist and Switchboard Operator

25. Secretary
26. Shorthand Reporter
27. Small Business Owner
28. Statistician
29. Stenographer
30. Typist
31. Other _____

III. COMMUNICATIONS AND MEDIA

1. Announcer T.V. - Radio
2. Broadcasting Technician
3. Cartoonist
4. Commercial Artist
5. Composer
6. Copywriter
7. Display Worker
8. Editor
9. Electrotypist and Stereotyper
10. Interpreter, Translator
11. Librarian - Tape
12. Lineman - Operator
13. Lineman - Installer
14. Lithographer
15. Messenger
16. Photo Engraver
17. Photographer
18. Printing Press Operator
19. Proofreader
20. Radio-T.V. Time Salesperson
21. Reporter
22. Technical Writer
23. Teletypist

IV. CONSTRUCTION AND REPAIR

1. Air Conditioner Technician
2. Airline Mechanic
3. Architect
4. Auto Body Repair
5. Auto Mechanic
6. Bricklayer
7. Building Contractor
8. Carpenter
9. Cement Mason
10. Civil Engineer
11. Diesel Mechanic
12. Electrician
13. Elevator Construction
14. Floor Covering Installer
15. Glazier
16. Heating Technician

IV. CONSTRUCTION AND REPAIR (cont)

17. Home Appliance Serviceperson
18. Installer - Telephone
19. Instrument Repairperson
20. Insulation Worker
21. Custodian
22. Laborer
23. Landscaper
24. Lather
25. Machine Operator
26. Maintenance Mechanic
27. Tile Worker
28. Mason - Cement
29. Millwright
30. Office Machine Serviceperson
31. Paper Hanger and Painter
32. Plasterer
33. Plumber and Pipefitter
34. Power Truck Operator
35. Radio T.V. Serviceperson
36. Repairman - Instrument
37. Roofer

V. CONSUMER, FOODS AND HOMEMAKER

1. Bus Person
2. Chef
3. Cook
4. Designer - Interior
5. Dressmaker
6. Home Economist
7. Manager - Restaurant
8. Meat Cutter
9. Model
10. Tailor
11. Technologist - Food
12. Waiter and Waitress

VI. ENVIRONMENT

1. Conservation Officer
2. Engineer - Nuclear
3. Ranger - Manager
4. Water Management Tech.
5. Wildlife Manager
6. Wildlife Worker

VII. FINE ARTS AND HUMANITIES

1. Actors and Actresses
2. Composer
3. Dancer

4. Designer - Fashion
5. Designer - Scene
6. Film Editor
7. Free Lance Writer
8. Musician
9. Manager - Theatre
10. Motion Picture Specialist
11. Script Writer
12. Singer

VIII. HEALTH

1. Administrator - Hospital
2. Anaesthetist
3. Chiropractor
4. Dental Assistant
5. Dental Hygienist
6. Dental Lab Technician
7. Dentist
8. Doctor - Medical
9. Dietitian
10. Engineer - Sanitary
11. Hospital Attendant
12. Inhalation Therapist
13. Librarian - Medical Records
14. Mechanics - Optical
15. Medical Secretary
16. Medical Lab Ass't.
17. Medical Lab Technologist
18. Microbiologist
19. Nurse - Practical
20. Nurse - Public Health
21. Nurse - Registered
22. Nursing Aides
23. Occupational Therapist
24. Optometrist
25. Osteopath
26. Orthodontist
27. Pest Control Officer
28. Pharmacist
29. Psychiatrist
30. Podiatrist
31. Prothetist
32. Psychologist
33. Radiologic Technologist and X-Ray Technician
34. Sociologist
35. Speech-Hearing Therapist
36. Therapist, Physical
37. Veterinarian

IX. HOSPITALITY AND RECREATION

1. Athlete - Professional
2. Bell Hop
3. Bowling Machine Mechanic
4. Hotel Clerk
5. Hotel Manager
6. Recreation Worker

XI. MARINE SCIENCE

1. Diver
2. Fisher
3. Marina Worker
4. Merchant Sailor
5. Oceanographer

X. MANUFACTURING

1. Aero Engineer
2. Air Conditioning and Refrigeration Engineer
3. Assemblers
4. Bindery Worker
5. Boiler Maker
6. Ceramic Engineer
7. Chemical Technician
8. Designer - Industrial
9. Die Maker
10. Draftsperson
11. Electrical Engineer
12. Electronics Industrial Worker
13. Electroplater
14. Engineer - Industrial
15. Engineer - Mechanical
16. Engineer - Metallurgical
17. Engineer - Safety
18. Engineer - Systems
19. Factory Inspector
20. Hygienist, Industrial
21. Industry and Labor Workers
22. Instrument Makers
23. Layout Person
24. Machine Operator - Tool
25. Machinist
26. Manager Industrial Traffic
27. Metallurgist
28. Model Maker
29. Painter
30. Pattern Maker
31. Set Up person
32. Machine Operator - Sewing
33. Systems Analyst
34. Technician - Physics
35. Tool and Die Maker
36. Welder

XII. MARKETING AND DISTRIBUTION

1. Auto Salesperson
2. Auto Vending
3. Bakery Worker
4. Butcher
5. Cashier
6. Clerk - Stock
7. Delivery Route Salesperson
8. Demonstrator
9. Druggist
10. Jeweler
11. Manufacturers Salesperson
12. Marketing Research
13. Purchasing Agent
14. Real Estate Agent
15. Receiving Clerk
16. Retail Store Sales
17. Route person
18. Salesperson, Securities
19. Salesperson, House to House
20. Wholesale Sales

XIII. PERSONAL SERVICES

1. Barber
2. Beauty Operator
3. Cosmetologist
4. Domestic Service Worker
5. Household Worker
6. Housekeeper, Homemaker

XIV. PUBLIC SERVICES AND RELATED PROFESSIONALS

1. Anthropologist
2. Armed Forces
3. Astronomer
4. Athletic Coach
5. Bank Officer
6. Bio-Chemist
7. City Manager
8. City Planner

XIV. PUBLIC SERVICES AND RELATED
PROFESSIONALS (cont)

9. Clergy
10. College, Placement Officer
11. Counselor, Vocational
12. Court Reporter
13. Customs Inspector
14. Detective
15. Economist
16. Elem. School Teacher
17. Engineer - Stationary
18. Elected Official
19. FBI Agent
20. Federal Government Inspector
and Examiner
21. Fire Fighter
22. Geographer
23. Guard and Watchperson
24. Guidance Counselor
25. Historian
26. Internal Revenue
27. Librarian - Public and School
28. Mail Carrier
29. Meteorologist
30. Mortician
31. Parole Officer
32. Physicist
33. Policeman and Policewoman
34. Political Scientist
35. Probation Officer
36. Public Relations Worker
37. Secondary School Teacher
38. Service Representative for
Public Utilities
39. School Administration
40. Social Worker
41. Watchperson
42. Zoologist

11. Stevedore
12. Parking Attendant
13. Radio Operator
14. Railroad Braker and
Conductor
15. Service Station Attendant
16. Stevedore
17. Taxicab Driver
18. Traffic Controller, Air
19. Travel Agent
20. Truck Driver
21. Other _____

XV. TRANSPORTATION

1. Airline Agents and Clerks
2. Airline Pilot and Co-Pilot
3. Airline Radio Operator
and Dispatcher
4. Airline Stewardess/Steward
5. Auto Parts Manager
6. Auto Service Advisor
7. Bus Driver
8. Driver Instructor
9. Engineer - Traffic
10. Flight Engineer

APPENDIX II - REQUEST FOR COMMUNITY RESOURCE

Date _____

School _____

Address _____

Name of Staff Requesting Service _____

Title _____

Phone No. _____

Size of Group _____ Grade Level & Subject Area _____

Description of Services Requested:

Date Speaker Needed _____ Time _____

Place - Specify room number, auditorium, etc.

If request is for a field trip, specify what you want to see:

PLEASE SUBMIT REQUESTS TO CAREER RESOURCE SPECIALIST TWO WEEKS IN ADVANCE

APPENDIX III - CONFIRMATION OF SERVICES REQUEST

Date _____

(Mr./Mrs.)

(Business Address)

Dear _____,

Thank you for agreeing to speak to the _____ (grade and subject)
class on _____ (day and month) at _____ a.m./p.m. in Room _____,
_____ School, address: _____.

This class is particularly interested in hearing you speak about
_____.

There will be approximately _____ minutes available to you.

If you will please report to Room _____ about _____ minutes
before the class is scheduled to begin, a member of the career education
staff will take you to the class and introduce you to the teacher.

If you have any questions, please feel free to contact _____
at _____. A "Suggested Guide for Career Speakers"
has been included for your convenience.

Thank you.

Sincerely,

APPENDIX IV - SUGGESTED GUIDE FOR CAREER SPEAKERS

The following suggestions are included here only as a guide or a starting point to stimulate your own ideas:

I. General Suggestions:

- A. Plan an interesting, attention-getting beginning.
You might ask a question (How many of you know...?), cite a startling statistic (In 1976 more money was spent on ...), or tell a relevant joke or humorous incident (bearing in mind that junior high students' senses of humor may be very different from yours!).
- B. Use visual aids where applicable - posters, graphs, slides, movies, etc. They add interest and keep attention focused on the topic.
- C. Remember the age level of the students you will be talking to. Seventh graders have shorter attention spans and more limited vocabularies than either ninth or twelfth graders. Most students are not accustomed to listening to one speaker for long stretches of time.
- D. Please arrive promptly; if for any reason you find you'll be late or unable to appear that day, please let the teacher know as soon as possible.
- E. If you have doubts about the suitability or interest of the materials you've been asked to present, double check with the teacher; or you may even want to ask the students what they want to know about your career or the presentation topic.

II. Suggestions for Career or Career Development Presentations:

Once again, this is not meant to be a speech outline, but might act as a guide to stimulate your thinking about what the students want to know about your job or interest.

A. Description of Career

- 1) Nature of the work
- 2) What a typical day is like
- 3) A description of the work setting
- 4) Present outlook - supply and demand
- 5) Attractive and undesirable features of occupation

B. Rewards of the Career

- 1) Financial - pay scale, manner of payment (commission, etc.), fringe benefits.
- 2) Personal - service to others, prestige, self-expression, etc.
- 3) Advancement
- 4) Security

C. Requirements of the Career

- 1) Education and training - amount, nature, time, expense
- 2) Interests needed
- 3) Developed skills needed
- 4) Helpful background experiences - school activities, hobbies, other non-paid experiences

D. How to get Started in the Career

- 1) First steps in high school - classes, activities, etc.
- 2) Where to apply, etc.

E. Question and Answer Period if appropriate

APPENDIX V - EVALUATION OF AUDIENCE BY RESOURCE SPEAKER

Name _____ Date of Visit _____

Firm _____

Resource Topic _____

School _____ Grade/Class _____ Teacher(s) _____

- 1) Was the visitation to this classroom (or school) a pleasant visit for you?
- 2) Did you feel that your audience was attentive and courteous?
- 3) Do you know of any additional materials (or activities) that would be of benefit to the youngsters you met?
- 4) Were you provided adequate information (age, grade level, current classroom interests, etc.) concerning the group to which you spoke?
- 5) If not, what could we do to make any future visits by you (or other speakers) more pleasant and effective?
- 6) In light of this experience, would you consider agreeing to make your presentation to another school group in the future?
- 7) Were the students' questions pertinent to your presentation?
- 8) Was audio visual or other equipment you requested available and in good working order?
- 9) How important do you feel career education is to the educational system?
(COMMENT:)

APPENDIX VI - EVALUATION OF AUDIENCE BY FIELD TRIP HOST

Name _____ Date of Visit _____

Firm _____

Products or Service offered _____

School _____ Grade/Class _____ Teacher(s) _____

- 1) Was the group visitation a pleasant experience for you?
- 2) Did you feel that your audience was attentive and courteous?
- 3) Were you provided adequate information (age, grade level, current classroom interests, etc.) concerning the group to which you hosted?
- 4) If not, what could we do to make any future visits more pleasant and effective?
- 5) In light of this experience, would you consider agreeing to invite other groups in the future?
- 6) How important do you feel career education is to the educational system?
(COMMENT:)

APPENDIX VII - EVALUATION OF PRESENTATION OR FIELD TRIP

Date _____ Types of Resources used _____

Name of Teacher _____

School _____

Name of Business and/or Representative:

Number of students _____ Subject Area _____

Grade Level _____

Critique of presentation, field trip or other materials utilized:

Problems encountered:

Suggestions for improvement or future usage:

Class Response:

Check where applicable:

Do you recommend that this resource be used again? ____ Yes ____ No

Do you recommend that this resource be video-taped? ____ Yes ____ No